



The Advisers BULLETIN

Published by
THE COLUMBIA SCHOLASTIC PRESS ADVISERS ASSOCIATION
COLUMBIA UNIVERSITY, NEW YORK 27, N. Y.

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Volume 7

March, 1951

Number 4

FOOTNOTES ON EDITORIAL WRITING

Lambert Greenawalt

(CSPA Chairman for Standards and Judging)

Editorials should be written on subjects that are of interest to the school. Even though the topic be on recent aviation achievements or the national presidential election, student interest is the first consideration. But let the student editorial writer here venture into trying to work out a plan to stabilize the French franc, and he will lose his readers. How many persons read the editorials? Check up all you please but you will never know. Appeal depends on the type of editorials, their content and style of presentation for a definite audience.

The topics must not be too deep or serious, but should be timely and worthy of the space they occupy. Do not hesitate to add a really humorous touch when it is warranted. The kind of editorial that preaches a sermon should never be used. There are tactful ways to correct faults--constructive editorial campaigns, for instance. Since daily papers pay the editorial writers the highest wages, it is easy to realize the importance of the column; for the editorial is the voice of the paper, reveals its character, and emphasizes its policies.

The chief weaknesses of the editorials appearing in college and school periodicals may be traced to certain sources:

- (a) The editor does not consult the news columns for his subjects.
- (b) He tries to write too rapidly, or at the eleventh hour, thus having no time for reflection or revision.
- (c) Many editors do not know what an editorial is. Some have never read good editorials.
- (d) Many editors are incapable of presenting or discussing an issue constructively.
- (e) Some cannot write well enough.
- (f) There is often a tendency to lapse into the "debunking" style, which creates ill-will and hard feeling. Offer destructive criticism only in terms that aim for a constructive effect.

There are standard types of editorials, classified as follows:

- (a) Editorial of Information or Interpretation
- (b) Editorial of Comment

- (c) Editorial of Criticism
- (d) Editorial of Persuasion
- (e) Editorial of Appreciation
- (f) Editorial of Argument

The purposes of the editorial, as generally stated, are these:

- (a) To interpret the news in terms of the student and his needs.
- (b) To comment on the news constructively and informatively.
- (c) To stimulate thought.
- (d) To arouse desirable action.

How plan an editorial? Select a timely problem; break it down into several aspects of analysis; make clear that the problem is serious or important; determine its crux or the main issue; state that issue as a question, and try to answer that question for "your side" by bringing to bear the most convincing evidence you can find.

Editorial Shorts. Some editors effectively liven their editorial columns by the use of short one or two sentence paragraphs giving some sage observation on current events, clever jibes at student problems, or timely wisecracks. A few of these gleaned from student papers are:

Puppy love is the beginning of a dog's life.

It's a great life if you don't week-end.

He who hesitates is honked.

During this football season many are finding that nature in the 'rah' is seldom mild.

"There never was a good war nor a bad peace." --

Benjamin Franklin

Idea Barrel
It has been proved by educators that it takes from fifty to seventy-five years for an idea to make its way around the country. In this age of speed, why not submit

.....
IN THIS ISSUE
Editorial Writing
Equipment Helpful
U. N. Youth Center
New Service Medal
Annuals in Contest
Guide to Good Books
.....

your ideas to the CSPAA BULLETIN for publication so that advisers throughout America may profit by your short cuts and timely aids to success? Send your suggestions to the BULLETIN Editor today.

PROPOSAL FOR INTERNATIONAL YOUTH CENTER AT UNITED NATIONS

Mrs. Julia Bell Merriman

(Mrs. Merriman, a graduate of Winthrop College in South Carolina and the School of Journalism at Columbia University, first became interested in world understanding when she served as a Y. M. C. A. war worker in World War I. She was stationed in Paris when the League of Nations was being formed. She taught for many years in the United States, Porto Rico, China, and the Philippines. She edited for five years in Manila "The School News Review," a paper which had as its motto, "We shall never have peace until we teach children to think internationally." Below is a summary of her proposal for an international youth center at the United Nations which will be presented at the CSPAA meeting, March 9, 1951.)

Many people have expressed interest in the establishment of a world-wide group of clubs for secondary school students to bring them into closer contact with the work of the United Nations. The secondary school student here and abroad is not receiving his full measure of government and private efforts to encourage world friendship and understanding. He is, however, old enough to understand world problems and in many instances to fight under the UN flag.

Establishment of groups or clubs for secondary school students here and abroad, with some form of recognition at UN headquarters, has been discussed with officials at the United Nations, including Solomon Arnaldo, who is in charge of UNESCO at New York headquarters. Mr. Arnaldo has expressed interest in the formation of these groups or clubs.

However, much spade work must first be done. Dr. Murphy has agreed that, if the advisers of the Scholastic Press Association approve, the first spade work can be started at the March meeting of the Association by bringing the proposal to the attention of the advisers and the student delegates. They will be asked to take the suggestion home with them for further thought and discussion with classmates and teachers, after which it is hoped that they will report their thinking and feeling on the matter.

The Proposal as now outlined calls for:

1. A monthly news letter briefly and clearly describing the work of the United Nations and its specialized agencies. In addition to the current news account, the news letter would have a

section devoted to letters from students in member nations, commenting on the work of the United Nations and describing what is being done by the specialized agencies as the students see them in action.

2. The Center would establish an exchange museum of hand-work from students of member nations, descriptive of their country and customs. The Center would circulate these exhibits among schools, clubs, or communities requesting them.

3. The Center would be a source of information for students on all branches of the United Nations. It would also strive to establish contacts with and keep a roster of all other agencies working to promote friendship among students of secondary schools.

4. A small selected group of students would be the guests of the Center each year to attend sessions of the Councils and the General Assembly.

Student participation requested in promoting the proposed Center:

1. Do you want an International Center at the United Nations? The first step if this Center is to be established is to get an expression of your desire as a student.

2. Will you criticize the suggestions made above for the operation of an International Youth Center and ADD suggestions of your own?

To be effective the Center must be YOUR Center and serve YOU!

AMBASSADOR ERNEST A. GROSS--LUNCHEON SPEAKER

Delegates to the 27th Annual Convention will hear Dr. Ernest A. Gross, Deputy United States Representative to the United Nations with the rank of Ambassador, at the concluding luncheon at the Waldorf Astoria. Prior to his present appointment he was Assistant Secretary of State for Congressional Relations.

After attending Harvard College and Oxford University in England, he was graduated from Harvard Law School in 1931. He has had a distinguished career in law, in the Civil Affairs Division of the U.S. Army, and has risen quickly from an assistant Legal Adviser in the State Department to his present rank.

A noted speaker and skillful parliamentarian, Ambassador Gross's name is mentioned frequently in the press in connection with his work in the United Nations.

EQUIPMENT HELPFUL; COST NEGLIGIBLE

Dr. Regis L. Boyle

Adviser of THE EASTERNER, Eastern High School

Washington, D. C.

What can help to lighten the load of a publications adviser without costing much money?

You'll bless the day you installed a pigeon hole system of staff inter-communication. Mine I got free. Bob knew my desire, so one summer day he raided the railroad junkyard and out of a wood box 25x20x9 he constructed 35 pigeon holes for mail, notices, corrected papers, and addenda. Forty cents for stain and it matches the classroom furniture.

No longer do I serve as a communication system from Mary to tell Sarah to "kill the refreshments in Spanish Club story." With thumbtacks a typed strip bearing the name of the box holder appears over each receptacle. The variety column has its own whereby news squibs are dropped between issues. Even the adviser has a slot.

A library of 50 books on journalism. Impossible? No. Quill and Scroll volunteered dues of 25 cents monthly--eight members--a book a month. Everyone wants an easy way--the journalism classes offered 10 cents a month to save otherwise necessary trips to the library.

Need a petty cash fund? A cub returns the coke bottles from an after-hours deadline session--students don't want the bother of distributing two cents to 20 students--and 40 cents return for a few days mounts. Besides, the students have a jolly time borrowing a quarter now and then from the "coke fund." A box-of-brownies sale on press night cuts the neighborhood store out of some revenue.

Not a cent does a morgue cost. Handy, too. Saves an adviser answering many questions. A librarian in charge, clippings marked with date of publication and topic and filed alphabetically in envelopes become more valuable with the years. Start a librarian off and soon he achieves satisfaction from his very own service.

To relieve the adviser of still more questions--a bulletin board (cellotex cemented over part of your blackboard). Displayed are word count, string chart (whereby a student can see his amount of inches for each issue and his total to date), publication dates, a list of teachers' names and rooms, a roster of clubs with time and place of meeting and sponsor, and a list of beats.

If copy is continually floating about, a wire basket (cost 40 cents) for each page, with a "dead" basket for all the copy as the editors think they are finished with it, saves many a headache.

The dead basket should be kept aloof from the live copy. A few pounds of old newspapers and a coaster wagon will provide five baskets.

Headline trouble--thesaurus or two (cost 25 cents each) can facilitate production enormously.

The budget doesn't include a newspaper display rack? Then a wire under the blackboard, papers slipped over it--there it is. Cost 15 cents. A more elaborate wooden structure with rods, for, say, 10 local papers would require about five dollars and a school woodshop or parent carpenter providing free labor.

For 20 cents a couple of transparent rulers will facilitate the cropping of pix. Simple--you can see where you're going on the pic. Ten cents for a grease pencil so any fumble is easy to eradicate on the pic and the nerves. An engraver should furnish free a proportion calculator to slice minutes off a cropping job.

Every school should have a room with tables, movable chairs and at least one typewriter for the newspaper adviser and staff. Ways of getting a telephone are almost as devious as the number of schools, but a telephone-must campaign may take a year or two. The convenience is worth the struggle.

You have these aids--then a 4x5 Speed Graphic. About \$300 needed. You have one? Next a darkroom. Roughly \$200. Through a dance or movie this sum can be raised. As the labor-saving devices come under the adviser's jurisdiction, the problems grow proportionately--a darkroom and a photography staff to supervise often by remote control. But worth it!

All of these and lacking one essential, the paper will fail. A free, welcome atmosphere must pervade the staff office, be it a classroom--an adviser who can smile at interruptions, who can overlook a crumb or two of fudge on the floor, who can live--or learn to live--in noise, confusion, and emergency, who can enjoy a good laugh, who can thrill to the look of achievement on a cub's face.

MARYLAND SCHOLASTIC PRESS ASSOCIATION TO MEET APRIL 7

Dr. H. C. Byrd, president of the University of Maryland, will give the address of welcome at the fourth annual meeting of the Maryland Scholastic Press Association at the University of Maryland, College Park, Saturday, April 7. Dr. Alfred Crowell, head of the journalism department will acquaint the students with the Journalism and Public Relations program of the University.

The writing tournament will be in charge of Miss Mary E. Murray, director, and James Leonhart, president. A trophy, given by the Cumberland Times-News, will be awarded the winning team.

NEW SERVICE MEDAL READY IN MARCH

The new CSPA medal "For Outstanding Publication Service" which was presented to the members of the Advisers Association at the 1950 annual meeting will be on view among the exhibits in the Rotunda of Low Memorial Library during the 27th Annual Convention.

The medal, in gold finish, will be one and one-eighth inches in diameter. On the obverse side is a CSPA seal flanked with laurel leaves. On the reverse around the edge are the words "For Outstanding Publication Service." At the top are the words "Awarded By," below which is a space in which the name of the publication may be engraved. This is followed by the word "To" and in the space below will be engraved the name of the person to whom the medal is to be awarded and the year.

A loop at the top of the medal will permit its being worn on a chain or cord if so desired. Each medal will be boxed in a blue vellum box, 2 1/4 by 3 1/2 inches in size, suspended by a blue and white program ribbon on a blue plush background.

While the decision as to the recipient is left entirely in the hands of the adviser, it is recommended that not more than one be awarded annually to a staff member. Where staffs are organized separately, i. e., editorial, business, art, etc., each with its own adviser, a medal may be awarded in each group. It is the desire of the Association that the person who has done the most outstanding job during the year be awarded the medal whether or not he may be the editor-in-chief.

Because of the joint nature of the award, CSPA and publication, it is hoped that it remain always as the top award possible for a staff member. The Advisers Association, in cooperation with the CSPA, has worked out the details and secured an unusually attractive medal at a relatively low price to meet the request of many advisers for something over and above the CSPA pin which has been to the present the only award available for staff members. It is expected the price will be about \$5. A month should be allowed for engraving.

LATE REGISTRATION WILL BE MADE EASIER

To relieve the pressure at the entrance to McMillin, the site of the Convention's General Sessions, the Registration Desk will be located in the Rotunda of Low Memorial Library--where the exhibition of publications is shown. There will be more room, more comfort, more ease in handling the final details for those who have to pick up their tickets at the Convention. An Information Desk will be in McMillin Lobby.

NOTES FROM THE CSPA OFFICE

Advisers are undoubtedly familiar with the extracurricular stoppage on the part of the teachers in the New York City public high schools. School publications have ceased to function in one eighth of the schools.

The January SCHOOL PRESS REVIEW reprinted the Code of Principles for School Publications formulated several years ago and adopted by the CSPA and other press groups. It might be a good idea to display it prominently in the editorial office for the edification of both advisers and editors.

The school publications group in the State of Florida will combine their efforts through the Florida Scholastic Press Association which will hold its 1951 convention on the campus of the University of Florida at Gainesville.

Anita Wagner Grimes of Murphy High School, Mobile, Alabama, has returned to the High Times after several years of absence in other activities.

The U. S. Department of Internal Revenue has yet to issue instructions to its deputies on the matter of permitting the deduction of summer school expenses on income tax returns. Mrs. Nora Payne Hill of the George Washington High School, Danville, Va., won her test case on the question within the year.

Mrs. Anna Hare McCormick, Editorial Writer for The New York Times, will be guest speaker on the Youth Forum to be conducted by Dorothy Gordon on Saturday morning, March 10, at the Waldorf-Astoria, preceding the Convention Luncheon. A panel of six editors from all parts of the country will discuss "The Free Press in Today's World."

New equipment has been given for a classroom at Durham Nursery School in honor of Miss Marguerite Herr, retired teacher who served as adviser of the HI-ROCKET of Durham High School and chairman of the English department from 1921 to 1948. Miss Herr was president of the CSPAA in 1947 and is now a member of the Executive Board. On November 16, her birthday anniversary, the local chapter of the AAUW presented to the school a blackboard, a bulletin board, and a portrait with the inscription, "Marguerite Herr, Friend to Children."

487 BOOKS JUDGED IN 16TH ANNUAL YEARBOOK CONTEST

Yearbooks from forty states, Alaska, Hawaii and Canada were among the 487 entries in the 16th annual Yearbook Critique and Contest of the Columbia Scholastic Press Association in October, 1950. Of these, 310 books were entered by five states: New York, Pennsylvania, New Jersey, Massachusetts, and California. From outside the United States came annuals from Hawaii, Canada, and Alaska.

Below is a summary of the 1950 entries:

Alabama	2	Nebraska	1	Alaska	1
Arizona	6	Nevada	2	Hawaii	4
California	25	New Hampshire	4	Canada	3
Colorado	3	New Jersey	55		
Connecticut	16	New York	136		
Delaware	3	North Carolina	5	There were no	
Florida	9	North Dakota	1	entries this year	
Georgia	2	Ohio	10	from:	
Illinois	18	Oklahoma	2	Arkansas	
Indiana	1	Oregon	7	District of	
Kansas	2	Pennsylvania	66	Columbia	
Kentucky	2	Rhode Island	4	Idaho	
Louisiana	2	Tennessee	3	Iowa	
Maine	6	Texas	7	Mississippi	
Maryland	7	Utah	4	New Mexico	
Massachusetts	28	Vermont	4	South Carolina	
Michigan	10	Virginia	4	South Dakota	
Minnesota	6	Washington	5	Wyoming	
Missouri	5	West Virginia	1	and	
Montana	1	Wisconsin	4	Puerto Rico	

Reason Versus Force and Oppression---

"This Nation will survive, this State will prosper, the orderly business of life will go forward if only men can speak in whatever way given them to utter what their hearts hold--by voice, by posted card, by letter or by press. Reason never has failed men. Only force and oppression have made the wrecks in the world."

William Allen White

CITY-WIDE BROADCASTING OF SCHOOL NEWS

Miss Helen M. Cusick

(Miss Cusick, adviser of the PANORAMA, Central High School, Binghamton, N. Y., gives an insight into a new phase of school journalism--reporting for radio.)

Journalism students in the Binghamton School System have been broadcasting a city-wide program of school news for five years now. Under the guidance of the journalism adviser, two school correspondents report to the local radio station every Friday at 7:45 a. m. to summarize the school news of the week and to give a preview of coming events. Usually the editor-in-chief and sports editor do the reporting, the editor giving general news of school interest and the sports editor, the athletic events and features.

The selection of the correspondents depends not only on the knowledge of news and its significance, but also on whether or not the students have good radio voices and personalities. In some cases, it is found expedient to select minor editors or even reporters for the actual broadcasting of the news. In this case, the writing of the news script is taken over by the major editors or at least advised by them. Unfortunately, the best writers are not always speakers.

The writing of news scripts is another excursion into radio journalism. Many things are learned, among them the fact that timing is important and that only so many words a minute can be said effectively. The actual typing of the script needs to be carefully supervised so that a nervous correspondent may not misinterpret its meaning.

Mike fright soon disappears but a condition replaces it that is almost as bad. It is a cock-sureness that is not always basically correct. Sometimes the adviser finds it necessary to assure the correspondents that they are not as yet a threat to Lowell Thomas or Edward R. Murrow.

The liaison with the local radio station is invaluable to the student of journalism because it brings him into contact with the local radio correspondent who is a professional. From him the students learn not only the best delivery of news but also what actually is important news to put over the air and the "tricks of the trade." Having coffee at 7:45 in the morning with the local radio correspondent makes for firm friendships.

All kinds of weather face the young correspondents, and they find themselves wading through drifts of snow, pushing cars, and sloshing through rainy downpours in the early hours of the

day to bring their community the radio "dope" on the school agenda. The experience is invaluable in teaching a very integral type of school journalism. The ambition of the Binghamton students is not only to report the news but to "be seen" as well as heard. Their motto is, "T. V., here we come!"

CATHOLIC PRESS CONFERENCE MEETS IN BALTIMORE . . .

The Catholic Press Conference for Maryland and the District of Columbia was held at Mount Saint Agnes College, Baltimore, February 22. The convention opened with the Mass of the Holy Ghost celebrated by the Most Reverend Francis P. Keough, Archbishop of Baltimore. The main address, "Writing: An Instrument in Catholic Action" was given by Mrs. Mary Lewis Coakley, author of Fitting God into the Picture.

For the first time, the writing tournament was held in the two cities, Baltimore and Washington, two weeks prior to the conference, thus allowing a full day of clinics and sectional meetings as well as ample time in which to have the tournament entries properly judged. Announcement of the individual and team winners was made at the conference. A special trophy for the best editorial published in a school paper this semester was awarded by the Maryland State Court of the Catholic Daughters of America. Entries were judged by professional newspapermen.

Tournament winners were: Mt. St. Joseph's High School of Baltimore and Holy Cross Academy of Washington, whose teams tied in the writing competition. Each school will keep the trophy for six months of the coming year; Franklyn Hochreiter, chairman of the Notre Dame Foundation, presented the trophy, an award made possible by the Notre Dame Club of Baltimore; James Durkan of Loyola High School received the State Catholic Daughters of America trophy for the best editorial published in a school paper this year. Mrs. Gertrude Garvey, state regent of the CDA, made the presentation.

The conference was attended by a thousand student journalists from Catholic schools in the Archdioceses of Baltimore and Washington.

To encourage parish newspaper competition, a trophy was awarded by the Baltimore CYO. The Spectator of SS. Philip and James parish outclassed other competitors in this field.

Every phase of writing and producing school newspapers, magazines and yearbooks was discussed. Among the speakers were: William Manchester, author of *Disturber of Peace*; Mrs. Virginia Coregan Tracy of the Sunpapers; Peter Rowe, photography editor of the News-Post, and Donald Spaatz of WFBR.

EFFECTIVE GUIDANCE OF THE STAFF

Mrs. Mary Buckley

(Mrs. Buckley is adviser of the PINE NEEDLE, monthly magazine of Lakewood Junior-Senior High School, Lakewood, New Jersey.)

What is the purpose of a school paper? A school paper exists for two purposes, to extend the work of the English department and to afford an opportunity for expression outside the regular work of the classroom, particularly to encourage creative writing.

What is guidance? Guidance is the act, process, or result of guiding; a leading direction. The most effective guidance is that of which the staff is least conscious. In other words, the sponsor should go along the way, guiding only when the staff seems to falter or to go astray. To bring about this desirable end, the sponsor must be one who understands young people, who works well with them, who possesses an appreciation of good literature and literary craftsmanship; who knows good writing when he or she sees it. He need not be a clever writer, but must know how to encourage those who are. To understand young people, he need not be just a few years older, but he should know their characteristics, how they act, their loyalties and enthusiasms. He must be firm when there is need for firmness, and tactful with students who have ability but are inclined to ape writers in college or pulp magazines.

Since the staff does not choose the sponsor, the principal should be careful to select one who has the necessary qualifications. The sponsor must be one in whom the staff will have confidence, one who has a reputation for doing a good job. Students appreciate an adviser who will stand for no nonsense. They desire to accomplish something worthwhile.

The first step in guidance is to allow the editors to present the policy for the paper or magazine, after submitting it to the sponsor for approval. This is wise because it is the responsibility of the adviser to see that the rules of the school are not violated. Some suggestions or advice may be given.

If the policy of the staff is not in conflict with the rules of the school, let it be presented and freely discussed by the staff. Although the sponsor may have totally different ideas about a paper, it is well to remember that every one learns by doing, and that young people are easily discouraged by disapproval.

Let us listen in at a typical staff meeting. The editor-in-chief states that the purpose of the meeting is to plan the March

issue. He asks, "What theme shall we use?" Someone suggests The Ides of March. That is rejected because it was used last year. Finally it is tabled until next week, all being urged to think about it. Then the subject of editorials is discussed. Two volunteer to write themes about Julius Caesar and St. Patrick, but to avoid the conventional interpretations. Next, special articles are assigned, usually on a voluntary basis. These articles cover sports, interviews, and topics of interest to the student body. The adviser answers questions and offers assistance to help formulate ideas.

Sometimes the discussions are very lively. One of the printers, visiting the meeting, charged the paper with being responsible for the lack of interest in the track team. It astounded the staff that they had that much influence. Often someone suggests something new. He is encouraged to try. Each one is given a different kind of assignment in order that he may have varied experience. The English teachers contribute outstanding work in their classes. These are used according to timeliness. The deadline is set and the meeting is adjourned.

Cover designs of the magazine are original drawings or photographs. The November cover was a photograph of two pages of the Honor Society's Golden Book in which were recorded the names of the gold star heroes. In the December issue, the cover was an original drawing of choristers. The January theme was "Fifty-five Years Agrowing." Original drawings were made for February, "Open the Door, Cupid" and for March, "In the Spirit of St. Patrick." The April cover, which won honorable mention for one of the students in the Eastman Kodak contest was entitled "Screwballs." The May number featured "Graduation." The students plan and publish the paper from cover to cover. That is "effective guidance."

OUTLINE OF THE CSPA PROGRAM

March 8-9-10, 1951

(Speakers, Topics, Rooms, and Final Notices Will Be Given in the Program Issued at the Convention)

THURSDAY, MARCH 8

9:00 A.M.-12 Noon—Late Registration—Low Library Records
1:30 P.M.—Opening Session—McMillin Theatre
2:30 P.M.—Sectional Meetings
3:30 P.M.—Newspaper and Magazine Clinics
4:30 P.M.—Newspaper and Magazine Clinics
4:30 P.M.—Feature Lecture—McMillin Theatre
The Evening hours are free

FRIDAY, MARCH 9

10:00 A.M.—General Meeting—McMillin Theatre
11:00 A.M.—Advisers' Association Meeting
11:00 A.M.—Convention Picture—Low Library Steps
11:30 A.M.—Luncheon Period Begins

FRIDAY, MARCH 9

12:45 P.M.—Feature Lecture—McMillin Theatre
1:30 P.M.—Student Round Tables
2:30 P.M.—Sectional Meetings

3:00-5:00 P.M.—Tea for Advisers as guests of the Columbia Scholastic Press Advisers Association—Men's Faculty Club

3:30 P.M.—Sectional Meetings
4:30 P.M.—Feature Lecture—McMillin Theatre
6:00 P.M.—Dinner—Delegates to National Council of Scholastic Press Associations—By Invitation, Men's Faculty Club

The Evening hours are free

SATURDAY, MARCH 10

9:15 A.M.—General Meeting—McMillin Theatre
10:00-11:15 A.M.—Newspaper and Magazine Clinics
10:15-11:00 A.M.—Youth Forum, International Broadcast—Waldorf-Astoria Ballroom
12:45 P.M.—Convention Luncheon—Grand Ballroom of the Waldorf-Astoria Hotel. Announcement of Special Awards, Noted Guests and Speakers, Convention Birthday Cake Ceremony

The Convention Adjourns

TIMELY TIPS ON INTERVIEWING

A formal interview with a person is intended to provide a special story about some interesting or famous personality or to present the ideas of some authority. It is a well known fact that celebrities often command great reader interest regardless of what they have to say. However, it is a challenge to a newspaper reporter to get such a person to talk and perhaps a greater challenge to write up the information secured accurately and interestingly. Shyness, nervousness, and not knowing what to say are usually a beginner's major obstacles.

The following suggestions may prove helpful:

1. Arrange the interview in advance. Few prominent people will give an audience without a definite engagement.
2. Know all you can about the person to be interviewed. Be aware of his full name and how it is spelled. The same applies to geographical names, technical terms, and the like. Accuracy is a requisite of good reporting.
3. Outline in your mind a few leading, definite questions that will round out the main topic you have chosen for the interview, being guided by the situation and the person.
4. Meet the person with quiet courtesy. Chewing gum, wearing a hat indoors, and flaunting sloppy clothes has never advanced anyone's reputation; neither has the other extreme. Make yourself, your paper, and your mission known.
5. Use a note book sparingly. Write in it number, spellings of names, technical terms, and the necessary exact quotations.
6. Write the interview soon after it is made and while the impressions are still fresh in your mind.
7. Put the chief idea of the interview in the lead paragraph. Include in the second paragraph the setting, time, place, and occasion.
8. Alternate, not too obviously, direct and indirect quotations. Do not include both in the same paragraph. When the reporter has the exact words of the person interviewed, he should use them in the quotation without change except that: 1. He should correct grammatical errors. 2. He may eliminate unnecessary words and phrases provided the elimination does not change the meaning.
9. The reporter should never intrude in his writeup of an interview. "I, this reporter, your interviewer" should rarely, if ever, be used.
10. Above all things, be accurate. Use quotation marks for words actually spoken; otherwise give the substance of things said. Practice in this, as in everything else, makes perfect.

GUIDE TO GOOD BOOKS by Hans Christian Adamson

Readers with leanings toward legerdemain and similar entertaining trickery will find **THE AMATEUR MAGICIAN'S HANDBOOK** by Henry Hay a veritable gold mine of baffling tricks with complete instructions on how to execute them. Mr. Hay, who has a broad background in the realm of magic, describes and explains several hundred tricks dealing with sleight of hand, mental magic and other entertaining hocus pocus. Illustrated with excellent graphic photographs. (Crowell-\$3.00)

Charles R. Jacobs, known far and wide among those who follow the trails of the hunters as editor of the **Official Gun Book**, comes up with a contribution on the subject of hunting entitled **OFFICIAL HUNTING BOOK**. This well prepared volume is full of sound advice and good guidance on the hunting of all sorts of game in the United States, Mexico, Alaska and Canada. Contributors on where-and-what-to-hunt include Jack O'Connor, Alaska; Al Jones, Mexico; Ed M. Hunter, Rocky Mountain States; Andy Russell, Western Canada; and Walter Rodgers, the Southwest. The first part of the **OFFICIAL HUNTING BOOK** is devoted entirely to hunting with the rifle. The second part is dedicated to hunting with the shotgun. It covers high lights such as water fowl and upland game birds; shorebirds and predatory birds. Outstanding in this section are interesting contributions on Flyways by Jimmy Stuber, Atlantic; Nash Buckingham, Upper Mississippi and Great Lakes Area Middle and Lower Mississippi; Bert Popowski, Central; Henry L. Betten, Pacific. Each section is as clearly, colorfully and accurately presented as a natural history museum habitat group. Valuable additions in the third section are Hunting Guides to the United States and Canada with up-to-date digests of laws regarding seasons and bag limits. (Crown-\$2.50)

ILL MET BY MOONLIGHT, a stuffy title for a thrill packed martial melodrama that was enacted in April, 1944, on the island of Crete. On that date a small band of British cloak-and-dagger agents kidnapped the German General in command of Crete and eventually succeeded in shipping him to Cairo. **ILL MET BY MOONLIGHT** is written by W. Stanley Moss who, as a young Captain in the Coldstream Guards, led the band of undercover kidnappers. Free from the tendency of many British war-writers to understate the blood-tingling aspects of their adventures, Captain Moss has turned out a cop-and-robbers piece that rates with the best of fiction chiller-dillers. Reader enjoyment of the book is enhanced with the aid of photographs and maps. (Macmillan-\$3.00)

Bernard Baruch, park bench philosopher and White House statesman, emerges as he is--A High Ranking American in the biography compiled by William L. White and titled, simply but sufficiently: BERNARD BARUCH. Over some four decades--and in the course of many White House administrations from Wilson to Truman--Mr. Baruch has devoted his time and talents to ways of solving national problems. At times, the leaders of our country acted on his advice; on other occasions, they ignored it. In looking at the record, as compiled by Mr. White, it would seem that Mr. Baruch has been an accurate oracle and that the country would have been better off if American leaders had followed his counsel. The story of Mr. Baruch begins in the South in his boyhood days soon after the Civil War and ends, so to speak, on a head-line studded bench in Central Park. Mr. White's lively way of making facts both interesting and digestible makes this a highly readable book. (Harcourt, Brace--\$2.00)

Timely as snow on the night before Christmas is MacARTHUR: MAN OF ACTION by Frank Kelley and Cornelius Ryan. As one who knew General MacArthur before he concocted his brass-bound cap and served under him when he was Chief of Staff, I approached this biography with critical interest--afraid that it was just a pot boiler aimed at a ready market. Since many readers might tend to put it in a similar class, I hasten to say that MacARTHUR: MAN OF ACTION is completely worthy of its subject. Careful research, able interpretation of MacArthur, the man who occasionally speaks in the manner of the ancient thespian, is competently delineated as is MacArthur, the soldier who is ever alert, ever ready to take a calculated risk and ever ready to share that risk with the humblest private in his ranks. For those who like to know more about a great war-leader than appears in the headlines or feature sections, here is a well written book about MacArthur and it meets and answers every point of curiosity the public may have about him. (Doubleday--\$2.50)

Col. Adamson will be happy to review any book, fact or fiction, requested by an adviser. Kindly mail your requests to Miss Mary E. Murray, Allegany High School, Cumberland, Md., and she will forward them to Col. Adamson.

Your reaction to the books reviewed in the three issues of the BULLETIN this year would enable him to select the books that best meet your needs. Express an opinion; be frank in your criticism. Col. Adamson seeks your cooperation in this project.

--The Editor.

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